

TEACH Bulletin

Thorough Education Achieved in a Caring Home

Number 62

August 2002

Exams Available to Home Educators

There are in fact quite a range of exams available for home educated secondary-level students concerned about having some kind of paper qualification attesting to academic achievement during their compulsory schooling years.

An easy one to access that doesn't cost the earth is the

**University of NSW
Educational Testing Centre**
www.etc.unsw.edu.au
ph. 0061 2 8344-1011
fax 0061 2 8344-1030

UNSW ETC Schools Liaison Officer Tegan Arbery (tegana@etc.unsw.edu.au) wrote on 7 August 2002: "Homeschools must be able to provide a certificate of homeschool registration (I believe s/he is here referring to an Exemption Certificate – Ed.) and fax this into us and request an interest in entering our Australian Schools Competitions. All competitions have finished for this year, but will again be available next year."

In the U.S.A. virtually every single high school student sits the S.A.T. which is also available here in NZ at specified venues at specified times. The exam has two variations. The SAT I is an aptitude test, reading comprehension and maths, to see if the student has the basic skill thought needed for tertiary study. The SAT II is composed of many specific subject tests and you select the ones you want. All SAT tests are multi-choice. Although NZ universities say they do not recognise the SAT exam scores, they are familiar with them and will definitely look

at them if you are applying for Provisional Enrolment or "equivalent status". Contact details are:

Stanford Achievement Test
www.fulbright.org.nz/education/sat
ph. (04) 472-2065
Fax (04) 499-5364
Matthew Huntington, Fulbright
NZ, Box 3465, Wellington.

There are some excellent study books available to prepare for the S.A.T. Visit www.barronseduc.com on the Internet for ordering the study books and also see www.barronsregents.com to do

some practise S.A.T. exams online!

**NZ Education
& Scholarship Trust**
www.nzest.ac.nz
ph. (09) 270-0480

This outfit charges a lot to enter their exams, but they pay out big (\$500-\$1,000) to winners. This is probably the most academically rigorous exam available.

Most parents will remember the old P.A.T.s at school. These test basic skills for Standard 1 through Form 4 with a Form 5 level in the Study Skills part, although that part is norm-referenced to the students of 1978. (The other areas, Reading, Maths & Listening Comprehension, are norm-

(Continued on page 2: Exams)

What Parents (Are Said to) Want

Defyd Williams (NZ trained teacher, Strategic Planning facilitator, and Board of Trustees trainer/coach) recently published¹ some qualitative and quantitative data that one high school gathered when they asked parents to state their expectations. Home educators may find this interesting for a number of reasons.

What parents want for the learners of our schools (in rank order):

- A. People skills and social skills
- B. Success in exams
- C. Communication skills
- D. Goal setting, independent learning
- E. Study skills
- F. Teaching staff who care about students as individuals
- G. Parent teacher communication

- H. Self-belief and self-confidence
- I. Drug-free/bully-free environment
- J. Learners, who are happy to go to school

It is surprising to see what made it on the list. It is also surprising to notice what things are not on the list; and it is surprising how little parents are asking of these expensive schools.

There are several skills mentioned: people & social, communication, goal setting, independent learning, study. These are good skills to have. The first reflects the socialisation question, and it appears on top of the list! And we all thought people wanted schools there for academic

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referenced to students in the early 1990s.) These are very inexpensive to buy from:

Progressive Achievement Tests

www.nzcer.org.nz

NZ Council for Educational
Research Distribution Services
PO Box 3237
Wellington
ph. (04) 384-7939
Fax. (04) 384-7933

Or one can sit these exams under the distance supervision of educational consultant Allan Curnow, ph. (03) 544-7728 (Nelson).

Of course there is a growing number of schools around NZ who will be offering the CIE, Cambridge International Exam, as an alternative to the NCEA qualifications. There are schools in 160 countries who use this exam, and although NZ isn't one of them, the NZ university admissions officers will look at your CIE scores in the same way as they would look at your SAT scores. The Home Education Foundation has been corresponding with Auckland Grammar School's CIE liaison officer, and we hope to appoint a Home Educator who will act as liaison

officer for all HEs who want to investigate this option. Watch this space.

Here are some helpful websites:

Homeschool Testing & Educational Resources

Thurber's Educational
Assessments (American)
<http://thurbers.net>

Te Kete Ipurangi = The Knowledge Basket

This is a creation of the MoE and full of great resources and links.
www.tki.org.nz

New Zealand Education

This site lists all tertiary and secondary schools and institutions in NZ.
www.nzeil.co.nz

Skill New Zealand

has technical, trade and work skill training opportunities for NZers who have no high school qualifications.
www.skillnz.govt.nz
ph. 0800-754-5569

And the Modern Apprenticeships scheme can be reached at ph. 0800 427-773.

apart. "Exam results are so unreliable as indicators of student ability and performance that universities would almost be better off flipping a coin to choose between applicants." So declared the respected *Guardian* newspaper in the UK earlier this month after the release of a study, "Standards in Public Examinations", by Dylan William and Paul Black, professors of King's College, London. Said Professor William, "The problem is that we don't know how accurate examination grades are for individual students, and they are of only limited use as predictors of future performance.... 40% of the time, the student with worse A-level grades would do better at university examination results cannot be taken at face value."²

After all, the main reason one wants to get school-leaving certificates is to use to gain access to further education or some kind of job. Many home educators are finding it more profitable to go straight for the job or the further education than to work at gaining the high school qualifications first. It is not unknown among students at conventional schools to have the same attitude. Chetam Bakshi, 14, of Mt Roskill Grammar cannot apply for a real estate agent's licence for another six years. Yet he already has the Real Estate Salesperson's Certificate (from Unitec) and is helping with open homes and the marketing of properties with a weekend job at L. J. Hooker.

Chetam became enamoured with real estate marketing by helping his father Ajay study for his real estate tickets. This is a classic HE phenomenon: children being enthused about the very same passions of their parents. According to his Unitec tutor Max Brown, Chetam's course work was "as good or better" than his older classmates. "I like working with people, convincing people about a piece of property, and I also like the way working through a deal with someone makes you think really fast," says Chetam. As all HEs know, there is nothing like

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TEACH Bulletin

is a monthly publication of the Home Education Foundation, and is concerned with those things which may impact on home educators. Articles will deal with political developments, statist and professional trends, correspondence with educationalists, and other items of general interest to home educators. Information herein is not to be construed as legal advice. Opinions expressed in TEACH Bulletin are those of the writer and should not be assumed to reflect those of the Home Education Foundation Trustees or Board of Reference Members.

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Hear, my son, your father's
instruction, and reject not your

Why Exams?

TEACH Bulletin has often mentioned the feasibility of getting into NZ tertiary institutions without any formal qualifications. Indeed, the MoE itself recently said tertiary institutions were increasingly becoming a source of first qualifications. "Over the last few years, studying at tertiary institutions has become more popular for students aged 16 to 18 so that more students are now gaining their qualifications in tertiary institutions rather than in schools," it said.¹

The whole culture surrounding high school leaving exams appears to be falling

Trading Post



For Sale:

- Day by Day 3 - Kindy age curriculum.....\$10
Let's Explore Maths Bk 4 - Teachers and Students Books..\$20 set
Simply Grammar by Karen Andreola.....\$25
Victorian Signpost Maths 6 Student Workbook.....\$10
Victorian Signpost Maths 5 Teaching & Assessment Book.....\$20
LLATL Red Bk ('94 Edition).....\$5
The Unschooling Handbook by Mary Griffith.....\$15
Trust the Children - Activity Guide for Homeschooling by Anna Kealoha.....\$10

Contact:

Chrissy
Ph. (09) 428-0668

For Sale:

- LLATL (Teachers Key) Tan Book, new.....\$50
LLATL (Teachers Key) Purple Book.....\$40
Back Yard Scientist by Jane Hoffman, Original & Series 1..\$8ea.
A Beka
Arithmetic 3, new.....\$30
(Teachers Key) 4 & 5.....\$25 ea.

Contact:

Debbie (after 7pm)
Ph. 021-476-567

For Sale:

- A Beka Language B (Grade 5) as new.....\$35
Learn to Write the Novel Way (KONOS complete language arts programme excellent condition).....\$100

Contact:

Susan
Ph. (06) 343-9993

Wanted:

The Phonics Handbook by Sue Lloyd

Contact:

Marietta, Ph. (09) 431-6359
marietta@paradise.net.nz

Wanted:

McGuffey Readers 2 and 4 and the Spelling book

Contact:

Joanne
Ph. (07) 871-9060

(Continued from page 2: *Exams*)

being in the real world to sharpen up one's appetite for an education.³

Notes:

1. <http://www.stuff.co.nz/inl/index/0,1008,1284930a11,FF.html>, NZPA, Asians placed as most successful school leavers, 01 August 2002.
2. <http://education.guardian.co.uk/alevels2002/story/0,12321,774312,00.html>, *The Guardian*, UK, Exam grades "unreliable in indicating ability", Will Woodward, education editor, 14 August 2002.
3. <http://www.nzherald.co.nz/storyprint.cfm?storyID=2350293>, *NZ Herald*, Schoolboy fast-tracking his way into real estate career, Dita de Boni, 20 August 2002.

University at Taupo

Taupo area HEs may be encouraged to hear that Lake Taupo may soon have its very own University of Waikato, perhaps by 2004. A Memorandum of Understanding has been signed between Waikato University's vice chancellor Professor Bryan Gould and the Lake Taupo Development Company chairman Peter Henry. Initially three degree programmes would be offered: a bachelor of e-commerce, a bachelor of science (applied computing) and a bachelor of tourism studies, with a total equivalent of 100 fulltime students.

(From: www.stuff.co.nz/bayofplenty/0,2106,2012734a6014,00.html, *Taupo Times*, University possible by 2004, Sorrel Hoskin, 06 August 2002)

(Continued from page 1: *Want*)

reasons! Come to think of it, apart from the desire to see independent learners with study skills, there is no indication that parents want children to learn anything in particular or to study any particular body of knowledge. (Maybe this was a multi-choice

type survey with limited options from which to choose. That would explain a lot.) There are no big secrets to learning any of these skills, and all are taught most effectively in the tutoring/mentoring situation of the home, the workplace, the community and the market place: that is, while out there interacting with the real world.

Today's conventional state classroom logistics (and sadly many private or integrated ones as well) tend to mitigate against developing any of these skills well. (A) Age-segregated peer groupings are about as socially artificial as one could get. (C) Universities are used to offering remedial classes to improve communication skills for grammar and spelling and essay writing and public speaking have not been philosophically favoured in the classroom over recent years. (D) Only short-term goals, of less than a school-year, are manageable at school. (E) One cannot study for more than the artificially short class period, (D) and independent learning is a rare commodity within a state-mandated curriculum.

The home education automatically fulfils at least three of these items without trying: (F) parents care more about their students (their own children) as individuals more than anyone else could be paid to do. (G) Home educating parents communicate far more often and to a greater depth about their children than any parent / teacher conference could ever hope to do. In addition, when several sets of parents get together, as at a home education workshop or support group meeting, the intensity of talking and trading notes is astounding! And when they go back to try things out at home, they don't have to first run it past a principal or board of trustees. (I) The drug-free / bully-free environment is seen by home educators as a prime benefit of keeping children at home, while it is something schools have to work exceedingly hard to accomplish.

(B) Some would say that exam success is also automatically accomplished by home education: American statistics certainly bear this out year after year. (These columns have also talked at length about the ease with which one can advance

career options without any school exams....and yet here it is number two on this list.) (H) The same would go for self-belief, self-confidence, which is another aspect of the socialisation question. Home educators simply find this whole socialisation thing a non-issue. Children taught at home consistently demonstrate superior socialisation skills and have as many friends as the next child. They are able to fit in comfortably with a wider age range and are not dependent upon nor intimidated by their peer group.

(J) The last on the list is irrelevant to home education. But where is the desire for things like character development or academic acumen or self-motivation / self-discipline or service to others or work ethic or manual skills or leadership skills or how to take on and faithfully manage greater and greater responsibilities? Actually, a good grounding in law and economics (realities everyone deals with every day) wouldn't be out of place. Perhaps such things cannot be expected of a conventional school; perhaps parents aren't offered such things; perhaps both sides of the conventional state school system, parents and teachers, are so busy making the school work, these weightier items are just plain left off the menu. As lawyer Christopher Harder, who defended one of the teens found guilty of murdering pizza delivery man Michael Choy, said, "People are not taught to foresee the consequences of their actions....the real consequences of law and living should be taught before maths and English."²

Such obvious life lessons can so easily be discussed at anytime throughout the day as home educating mums and children go about their business in the real world of real consequences, unsheltered by the artificial school environment.

Notes:

1. <http://www.theschooldaily.com/articleView.asp?articlePK=14705>, "Plan for Success #5: Going for data-driven goals", by Defyd Williams, 2 August 2002, defyd@ihug.co.nz
2. *Dominion Post*, Children who kill, Chris Mirams, 26 August 2002.

Brain Development

Centre for Public Health Research fellow Helen Wilson has been looking into the field of neuroscience – the science of the brain and its functions – and how research in this area is interpreted by those concerned about child welfare.

She has found that, on the one hand, some suggest a child's early years are virtually the sole determinants of their future life chances. Such people go on to say that inadequate parenting can result in children with brains left unstimulated for so long that they find it hard to learn anything new. In the area of vision and the perception of first language sounds, yes, the first three years are critical.

But on the other hand, says Ms Wilson, there appears to be little evidence to support the idea that the first three years of a child's life are more important for brain development than other years. In fact, rather than supporting popular myths about the critical period for early brain development, neuroscience shows that brains retain their plasticity and that people are capable of learning throughout their lives.

Consequently Ms Wilson says parents should not feel obliged to stimulate their children with educational toys and toddler gymnastics, for this does little to boost mental development. It can, however, add unnecessary stress to parenting.

Of special concern to Ms Wilson was the way brain science and the idea of critical development periods were used as a social policy lever to target "at risk" children, invariably assumed to be those with a profile of economic poverty or its associated characteristics (solo parents, unemployment, etc.) who were further assumed to have poor parenting skills. Assumptions are not science, and according to Ms Wilson, "This idea of parental ignorance is not borne out by the extensive research available which, in fact, shows that on the whole mothers do not need tips on child rearing,

but better social and economic opportunities."

"Parents should be reassured to know that for most children the everyday routines of daily life are enough to provide the necessary experiences for a child's developing brain."¹ Home educators usually work this one out themselves.... after a few years, for they too are caught up in the push to be doing more and more, a push that can lead to burn-out.

Ms Wilson is correct about the extensive research available. Early childhood research team Tizard, Hughes, Carmichael and Pinkerton found that more cognitive demands were placed on four-year-olds at home by mothers than at nursery school by teachers² and that significantly more complex language was used at home by parents and children than at school by teachers and children.³ "Whether the focus is on achievement, on behaviour, on sociability, or on such other aspects of a child's development as the brain, the senses, cognition, coordination, or socialisation, available evidence overwhelmingly suggests that, unless the child is handicapped or acutely deprived (a condition not necessarily linked to socio-economic status), he or she should be allowed to develop physically and to explore personal fantasies and intuitions until somewhere between ages 8 and 12."⁴

Congratulate yourselves, Home Educators! You're doing the best for your toddlers by just keeping them with you as you go about your daily business.

Notes:

1. http://masseynews.massey.ac.nz/2002/masseynews/aug/aug5/stories/wilson_brain.html, *Massey News*, New findings on brain science, 5 August 2002.
2. *Journal of Child Psychology and Psychiatry*, 23, 1982, Adults' Cognitive Demands at Home and at Nursery School.
3. *Journal of Child Psychology and Psychiatry*, 24, 1983, Language and Social Class: Is Verbal Deprivation a Myth?
4. Dr Raymond Moore, *Phi Delta Kappan*, 63, It Depends on Your Aim, in which Dr Moore refers to a federally sponsored

review of more than 8,000 studies by the Hewitt Research Foundation of Washougal, Washington.

Good Advice

Sir Christopher Ball, chancellor of the University of Derby, said the following as the millennium visiting fellow of the Auckland University of Technology in early 2000:

What is going to make people employable in the 21st Century?

First: motivation, responsibility, determination.

Second: basic literacy, numeracy and technology skills.

Third: communication, team-work, leadership, fellowship, problem solving abilities and the learning habit.

Fourth: mobility in place, sector and role. Don't disable yourself by saying, "I can't do that."

Fifth: education level. By 2025, graduate level will be the prerequisite for employment. (This is a fairly dramatic statement: will one need an MA in marketing to restock supermarket shelves or flip burgers? Will an MSc be needed to paint houses or panel beat cars? Does this hold true for self-employment? Personally, I think this is way over the top. — Ed.)

"For the 21st century we'll need to put attitude first, skills second and knowledge third," said Sir Christopher. It is home educators who can adjust to these ideas quickest of all, running ahead with the ones that pan out as correct and dropping or modifying the ones that weren't quite on target.

Sir Christopher gave three suggestions for success. These should sound familiar, and home educators will also note how easy they are to do at home:

First, create for young people a rich environment of warm demanding adults, people who love and challenge constantly. (Sounds like a role tailor-made for parents. — Ed.)

Second, give young people plenty of opportunity to explore widely and a fair degree of determining for themselves what

they'll study.

Third, limit young people's access to the peer group: peer groups dumb you down!

Sir Christopher pointed to the success of the home schooling movement as an example of an alternative model for education. "Unfortunately, we don't talk about it," he said, "because it's horrifying to find that parents who aren't teachers are better at it than we are. Children develop cognitive skills and social skills at home, mixing with a wide variety of older and younger children, parents and grandparents, aunts and uncles — the whole gamut of mixed society in a home environment, which you have to admit is much nearer to life. Isn't it odd, then, that we think we can prepare people for adult life by putting them in peer age groups?"

(From *Management, Learning Pays*, Sherill Tapsell, May 2000, pp. 30-32.)

TV, Computers and the Harmful Effects of Overstimulation

Professor Dale Farran, American academic and developmental psychologist, said in Wellington recently that children had lower attention spans, got agitated easier, were less focused, and did not play alone very well when forced to adjust to a complex and constantly changing environment.

"A lot of the way the brain works is that it develops habits to free the brain up to think about other things," Professor Farran said. Children were said to need routine and predictability in their lives, and less stimulation so that their brains were free to learn new things. TV is an addictive, seductive medium which affected children more powerfully than adults.

"When the TV or the computer is on, talk goes down," she said. "And talking with your children is really key. And other things like reading books, and just being together."

Parents really wanted high-achieving children, rather than "smart" children. This was not achieved by providing more stimulation, but by protecting children from too much of it.

(From *Dominion*, TV and PC — our children's drugs, 19 June 2002.)

Can't Write or Play, but Can Do Drugs "Safely"

"I was horrified to learn that my daughter's first year English class at Massey needed instruction on how to write academic essays. One gets regular feedback of this nature. The English syllabus at all levels is very full, and such a basic skill as essay writing is lost in a mish mash of requirements."¹

Research from Middlesex University and other surveys show that British children are in danger of having their mental and physical development stifled if prevented from taking risks in play. "Overly cautious" staff mean children are increasingly bored with playtime. In one case, children were prevented from picking flowers to make a daisy chain because of the fear of germs. Activities which they want to see back in the playground include the use of skateboards and bicycles, playing tag and running games, using climbing frames and other playground equipment and playing with yo-yos and conkers. Children should also be allowed to do handstands.²

The Professional Association of Teachers in the UK decided in late July this year that some children were so steeped in drug culture, classes should be taught how and where to take drugs safely rather than instructed to "just say no".³

Notes.

1. <http://www.theschooldaily.com/articleView.asp?articlePK=14703>, *The Cooper Column*: An essential form of communication, 5 August 2002.
2. <http://education.guardian.co.uk/schools/story/0,5500,770713,00.html>, *Guardian*, UK, Children losing out at playtime, 7 August 2002.
3. <http://education.independent.co.uk/news/story.jsp?story=320035>, *Independent*, UK, Teach pupils safe drug use, 31 July 2002.

Coming Events

September 7:

THEN Home Educators Conference Hamilton

Venue: Gateway Christian Centre
Contact: Dawn, Ph (07) 855-1009

email rowebiz@ihug.co.nz

or Peter, Ph (07) 847-2595

email: ixoye@paradise.net.nz

8.00 Registration and early cuppa.

Perusal of stalls. New and second hand resources for sale.

9.00 Welcome & Opening address by Rob Williamson

10.00 Morning tea.

10.30 Session 1:

Six Workshop Electives

12.00 Lunch (A light lunch will be provided for everyone at no extra cost). Stalls to peruse.

1.00pm Session 2:

Six Workshop Electives

2.30 Afternoon Tea. Stalls to peruse

3.00 Session 3:

Six Workshop Electives

4.30 Concluding meeting.

Three session times; 18 workshop topics to choose from. Elective speakers include Rob Williamson (ERO), Gerry Sullivan (MoE), Rosie Boom, Mary Anne Abplanalp, Michael Edwards, Mary Andrews, Mike & Jane Limmer, Penny Bilton, Jim Fulton, Amanda Banks, John Newbury, Craig & Barbara Smith, Michelle Peat, Kim Tipene, Sheryl Larsen.

September 28

Oamaru Home Educating Workshop

Venue: Orwell Street Chapel, Orwell St, Oamaru

Cost: \$5-00 per family to be paid on the day please.

Speaker: Barbara Smith

Contact: Sandra (03) 434-5547

email: Carol wickham@family.net.nz

Programme

9:30-10:00 registration and view resources

10:00-11:00 Welcome; Current issues with MOE/ERO; Avoiding Burnout.

11:00-11:30 morning tea

11:30-12:30 "Training our Children's Minds"

12:30-1:30 Lunch-BYO

1:30-3:00 "The Tools of Learning" "Motivating our Children" and

"Home Educating Through Secondary and Preparing For Tertiary Education and the Workforce"

3:00-3:30 afternoon tea

3:30-4:30 "Training our children and youth in purity"

October 4th/5th:

Christian Home Educating Families 2002 Conference Christchurch

Venue: Parklands Baptist Church, 180 Queens Park Dr.

Cost: \$10 Individual/Couple, or \$3 per session.

Speaker: Barbara Smith

Contact: Stephanie, ph (03) 383-8313, surething@paradise.net.nz

Friday 4th October

6:00pm Registrations Open

7:00pm Session 1 - Getting Started/Avoiding Burnout, Q & A

9:00pm Supper

Saturday 5th October

1:00pm Bookstall/Curriculum Buy, Sell & Exchange open -Registrations Open-

1:30pm Session 2 - Workshop Options

3:00pm ~ Afternoon Tea ~

3:30pm Session 3 - Training Our Children's Minds

5:00pm Dinner

~ Sausage Sizzle ~

6:30pm Session 4 - The Tools of Learning; & Motivating Our Children

8:00pm Supper

8:30pm Session 5 - Training Our Children & Youth to be Pure

Supervised childcare will be available during sessions 2 & 3 for children aged 1, to under 5. (Limited places — first in first served.) For all other sessions a cry room will be available.

Sausages will be available at \$1 each during dinner, please feel free to bring any other trimmings you would like. Bread and sauce provided.

October 19:

Home Education Foundation Workshop Palmerston North

Venue: Harmony House, Palmerston North Reformed Church, 541 Ruahine St, PNth

Cost: \$12.00 per person or couple.

\$10.00 if registered by 17 October 2002 or \$4.00 per session

Contact: Craig & Barbara Smith, ph. (06) 357-4399, hedf@extra.co.nz

Programme:

09:00 Registration and view resources

09:30 Welcome; The Inside Story—ERO's perspective. An insight into the operation of the ERO & highlights from successful home educating families from around New Zealand. Rob Williamson (Senior Review Officer, Home School unit, Education Review Office) with Craig Smith

10:30 Morning Tea

11:00 3 electives

*Home Educating on a Biblical Foundation — Craig

*Training our Children's Minds -- Barbara

*Tour of Dayspring and a look at curriculum materials — Megan McLeay

12:30 Lunch - Bring your own - hot drinks provided

1:30 3 electives

*Getting started - dealing with the MOE/ERO, pulling children out of school, filling in an exemption form — Craig

*Home Business — David Waldron

*The Tools of Learning and Motivating our Children -- Barbara

3:00 Afternoon tea

3:30 3 electives

*Home Educating Through Secondary and Preparing for Tertiary Education and the Workforce -- Craig

*Having a healthy marriage (for men) -- David

*Keeping Going When the Going Gets Tough (for women) -- Barbara

5:00 End of Workshop

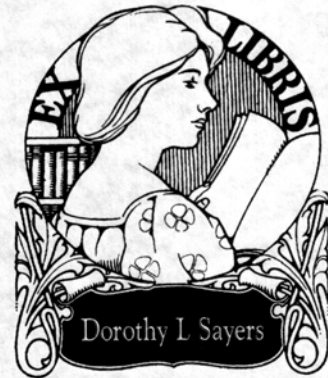
Hot off the Press!!

A New Zealand Home Educator's
Guidebook

Preparing for an ERO Review

by Craig S. Smith

The Lost Tools of Learning



Preparing for an ERO Review
20 pages of insightful and helpful comment on preparing for the arrival of the Review Officer. Chapters include: Overall Strategies, What they're looking for, What if you've changed curriculum, Access to children, At home or a neutral venue, Coping with a negative report, etc.

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Dorothy Sayers' delightful prose outlines the Classical Trivium approach to excellence in education used by most great Scholars, past and present. Train your children to think critically and learn for themselves.

Order Form

Please send _____ copies of Preparing for an ERO Review at NZ\$5.00 each*.....\$ _____

Please send _____ copies of Lost Tools at NZ\$5.00 each*.....\$ _____

Donation to Home Education Foundation (gifts of NZ\$5 or more receive tax-deductible receipts).....\$ _____

Total.....\$ _____

Name:

Address:

State:

Zip:

Phone:

Email:

Enclosed find my cheque/money order (payable to Home Education Foundation) for \$ _____

OR Please charge my [] MasterCard [] Visa [] Bankcard

_____|_____|_____|_____|_____|_____|_____|_____|_____|_____|

Expiry date/..... Amount: \$.....

Name on card.....

Signature.....

* All prices include post and packaging.

Post/email/fax completed order form to:

Home Education Foundation

Freepost 135611

PO Box 9064

Palmerston North

Ph.: (06) 357-4399

Fax: (06) 357-4389

hedf@xtra.co.nz

**August 3:
Palmerston North
Home Education
Workshop**

Venue: Harmony House, Reformed Church, 541 Ruahine Street, Palmerston North

Cost: \$10.00 per person/couple or \$4.00 per session

Contact: Ph: (06) 357-4399

email: hedf@xtra.co.nz

Programme

9:00-9:30 registration and view resources

9:30-10:30 Welcome; Current issues with MOE/ERO; Avoiding Burnout. - Craig and Barbara

10:30-11:00 Morning tea

11:00-12:30 Four Electives

** "Home Educating on a Biblical Foundation" Craig

** "Using Hospitality as a Socialisation Tool" Jenny Waldron

** "Training our Children's Minds" Barbara

** Tour of Dayspring and a look at curriculum materials - Megan McLeay

12:30-1:30 lunch time-BYO

1:30-3:00 Four Electives

** "Getting started" - dealing with MOE/ERO, pulling children out of school, filling in an exemption form - Craig

** "What I've learnt along the way" mainly for dads but anyone can come. - Murray Drinnan

** "Sibling Rivalry or Sibling Friends" Jenny

** "The Tools of Learning" and "Motivating our Children" Barbara

3:00-3:30 afternoon tea

3:30-5:00 Four Electives

** "Home Educating Through Secondary and Preparing For Tertiary Education and the Workforce" Craig

** "Home Business" David Waldron

** "Home Schooling Pre-schoolers" Sharon Drinnan

** "Training our children and youth in purity" Barbara

**August 10:
Shore
Home Educators
Workshop**

Venue: Rawene Centre, 31 Rawene Rd., Birkenhead, North Shore City (4 minutes north of the bridge.)

Time: 9.00am to 4.15pm

Cost: \$35 per couple, \$30 individual, teens accompanying parents free.

Contact: Denise, (09) 479-1488 or Christine, (09) 483-6991

info@shenetwork.org or

www.shenetwork.org

Programme

9.00am Registration, Viewing of Resources, Morning Tea

10.00 – 10.30am Welcome and Introduction of Speakers

10.45 – 12.00 noon: Session 1

Seven Workshop Electives

12.00 – 1.15pm Lunch-BYO

1.15 – 2.30pm Session 2

Seven Workshop Electives

2.30 – 3.00pm Afternoon Tea

3.00 – 4.15pm Session 3

Seven Workshop Electives

Three session times; 21 workshop topics to choose from. Speakers include Craig & Barbara Smith, Helen Pearson, Phil Astley, Rob Williamson, Lyn Strong, Dorinda Duthie, Bernie Ogilvie, Christine Whetton, Rob Aiken, Christine Smith, Carol Munroe, Jill Meyer, Victoria Haldane. Large range of resources available to purchase.

**September 7:
THEN Home
Educators Conference
Hamilton**

Venue: Gateway Christian Centre

Contact: Dawn, Ph (07) 855-1009

email rowebiz@ihug.co.nz

or Peter, Ph (07) 847-2595

email: ixoye@paradise.net.nz

8.00 Registration and early cuppa. Perusal of stalls. New and second hand resources for sale.

9.00 Welcome & Opening address by Rob Williamson

10.00 Morning tea.

10.30 Session 1:

Six Workshop Electives

12.00 Lunch (A light lunch will be provided for everyone at no extra cost). Stalls to peruse.

1.00pm Session 2:

Six Workshop Electives

2.30 Afternoon Tea. Stalls to peruse

3.00 Session 3:

Six Workshop Electives

4.30 Concluding meeting.

Three session times; 18 workshop topics to choose from. Elective speakers include Rob Williamson (ERO), Gerry Sullivan (MoE), Rosie Boom, Mary Anne Abplanalp, Michael Edwards, Mary Andrews, Mike & Jane Limmer, Penny Bilton, Jim Fulton, Amanda Banks, John Newbury, Craig & Barbara Smith, Michelle Peat, Kim Tipene, Sheryl Larsen.

**September 28
Oamaru
Home Educating
Workshop**

Venue: Orwell Street Chapel, Orwell St, Oamaru

Cost: \$5-00 per family to be paid on the day please.

Contact: Sandra (03) 434-5547

email: Carol wickham@family.net.nz

Programme

9:30-10:00 registration and view resources

10:00-11:00 Welcome; Current issues with MOE/ERO; Avoiding Burnout.

11:00-11:30 morning tea

11:30-12:30 "Training our Children's Minds"

12:30-1:30 Lunch-BYO

1:30-3:00 "The Tools of Learning" "Motivating our Children" and

"Home Educating Through Secondary and Preparing For Tertiary Education and the Workforce"

3:00-3:30 afternoon tea

3:30-4:30 "Training our children and youth in purity"